2013

Integrated Planning Guide

DRAFT

Office of Institutional Research and Planning (OIRP)

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INTEGRATED PLANNING GUIDE

LAKE TAHOE COMMUNITY COLLEGE (LTCC)

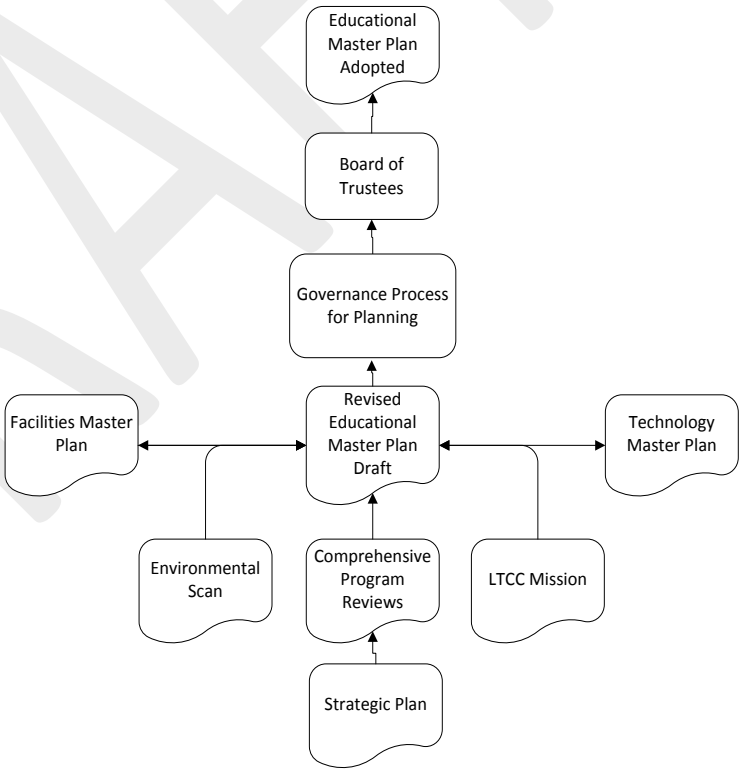
OVERVIEW

College planning represents a systematic process whereby institutional and individual inquiry and decision-making are prompted and supported by data about student learning, student achievement and institutional outcomes. The following *Integrated Planning Guide* describes College planning processes, the inter-relationship between various plans, and the means by which the planning process drives resource allocation both in the short- and long-term. Appendices are included to provide definition of the terms used in the planning process, diagrams of the individual as well as integrated processes, and an expanded timeline of the primary planning activities is provided in Appendix A.

EDUCATIONAL MASTER PLAN (EMP)

The Educational Master Plan (EMP) describes the strategic issues that the College must address over the next six years in order to continue to fulfill its mission. The foundation of the EMP is Program Review, the results of which, when considered collectively, describe the human, technology, and facilities issues/needs necessary to continually support College programs.

The Technology and Facilities Master Plans are components of the EMP that identify specific needs (i.e. expansion, replacement, refresh) and trends, and describe future directions related to technology and facilities. The EMP is both shaped by these two plans as well as prompts their review and revision.



The Technology Master Plan identifies both the necessary resources to support the ongoing technology infrastructure of the College, as well as any additional resources needed based on specific projects identified in Program Review. Further, program development, expansion, or reorganization prompted through the EMP process provides further guidance to the development of this plan.

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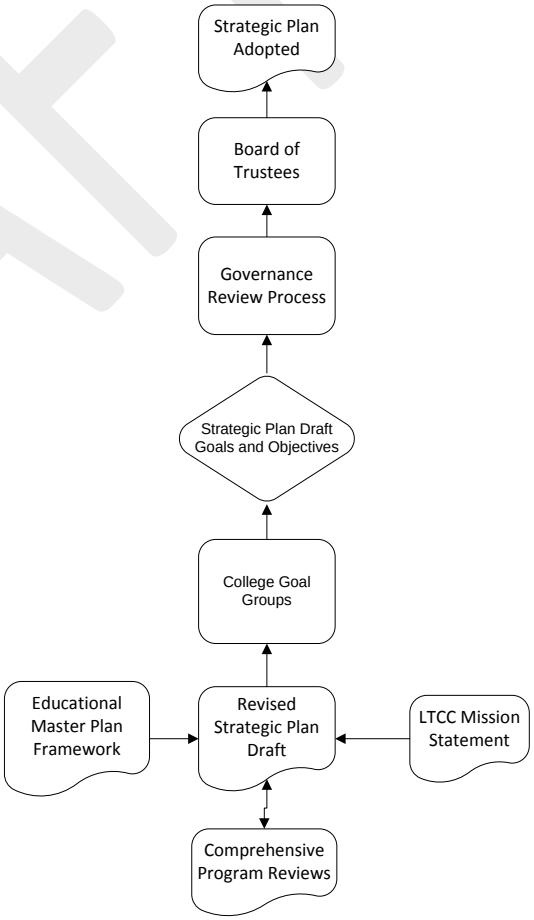
The Facilities Master Plan identifies both the necessary resources to maintain the physical infrastructure of the College, as well as any additional resources needed based on specific projects identified in Program Review, and program development, expansion, or reorganization prompted through the EMP process.

The Educational Master Plan also incorporates other data from both the College's external and internal environment. The process of updating the Educational Master Plan involves collectively analyzing these data through a collaborative process in order to identify trends, opportunities, and challenges (i.e. Strategic Issues) that will shape the future of the College. These Strategic Issues are central to and form the basis of the EMP. Moreover, these Strategic Issues provide the framework for the strategic planning process, and thereby become the means by which the College aligns its master and strategic planning processes. The process of updating the EMP occurs every six years. However, the College has moved forward by two years, the next update of the EMP so that it no longer conflicts with the Accreditation Self-Study cycle.

STRATEGIC PLAN

The Strategic Plan is the vehicle by which the College establishes a small number of clear and succinct goals and corresponding objectives intended to address the Strategic Issues identified in the Educational Master Plan. These Strategic Goals and Objectives guide operational planning for each fiscal year at the Program and Unit level, as well as provide the performance indicators and benchmarks necessary to assess progress toward their achievement.



Strategic Goals and Strategic Objectives are identified through a collaborative process, beginning with a day-long retreat involving a representative group of faculty, students, staff, administrators, and board of trustee and community members. Through facilitated dialogue organized around the Strategic Issues identified in the Educational Master Plan, this large group identifies an initial or potential set of Strategic Goals. Subsequently, focus groups are formed around each Strategic Goal to further examine and clarify each goal, identify the specific Strategic Objectives related to each goal, and begin the process of identifying the performance indicators that will be used to measure progress toward their achievement. The culmination of this work is the College's Updated Strategic Plan. The Strategic Plan is reviewed annually

each fall to assess progress toward meeting strategic goals and objectives. Comprehensive updates occur on a regular cycle (see Appendix B).

COMPREHENSIVE PROGRAM REVIEW (CPR)

Program review is a well-established process, with each department and program at the college participating in program review on a regular cycle. The Comprehensive Program Review (CPR) entails a complete analysis of an individual program as outlined in the Comprehensive Program Review Guide (2013), in order to establish program review goals and objectives that will guide the annual program review (APR) process and resource allocation requests over the subsequent program review cycle. Specific requests related to human, technology, and facility resources are identified for integration and prioritization through the master plans of the College.

Academic Programs undergo Comprehensive Program Review on a 6-year cycle. Beginning in the fall of the review year, the program or department organizes a committee to assist in the review process by providing feedback and additional perspective. The make-up of this committee is at the discretion of the chair of the program review process for the specific department or program, but should be sufficient in both size and character to provide necessary and useful input. The specific structure and contents of the Program Review document are outlined in the Program Review Guide.

The Career and Technical Education (CTE) Programs undergo Comprehensive Program Review on a 3-year cycle to maintain currency in the face of changing industry trends that can potentially influence the content and direction of the program. Similar to the process for academic programs, CTE programs form a committee to assist in the review. Specific to CTE programs, however, Community Advisory Boards (CABs) can be utilized for this process.

Administrative and Operational Departments undergo Comprehensive Program Review on a 6-year cycle. Administrative Units include the President's Office, Instruction Office, and Business Services while the Operational Departments consist of Computer Services, Maintenance and Operations, and Fiscal Services. The specific structure and contents of the Program Review document are outlined in the Program Review Guide.

Student Services Programs undergo Comprehensive Program Review on a 6-year or 3-year cycle in order to facilitate the adaptation to the constantly shifting environment of categorical funding of services and ever changing needs of students. The duration of the cycle for student services programs is determined through consultation between the VP – Academic Affairs and Student Services and the Dean of Student Services.

ANNUAL PROGRAM REVIEW (APR) AND UNIT PLANNING (AUP) PROCESS

The program review process includes an annual update designed to assess progress toward the achievement of previously established program review goals and objectives and allow for their modification or revision. The APR ensures that the planning process is ongoing and dynamic. As shown

in Appendix C, there are parallel planning processes occurring each academic year. Beginning in the Fall quarter, Fact Book and other data drive APR process, providing information related to student success and achievement. As part of the APR, the previous year's activities are reviewed based on relevant data and information is examined in order to determine their effectiveness.

ANNUAL UNIT PLANNING (AUP) PROCESS

The annual unit planning (AUP) process is the vehicle for establishing "actions" for further progress toward goals and objectives outlined in the CPR, and reviewed annually through the APR process. Actions are intended to be completed in the short-term and should be directly linked to goals and objectives from the CPR. Each action within a program/unit is prioritized and any resources necessary to accomplish the action are identified as part of the process.

New actions are identified for implementation during the successive year. Each of these actions and any corresponding resource/budget requests are prioritized in preparation for the annual budget process that begins in February each year. The review of budget requests at the department, division, and administrative area level focuses on the prioritization of resource allocation with the goals and objectives of the College outlined in the strategic plan and the alignment of program review and unit planning with those goals and objectives.

RESOURCE ALLOCATION PROCESS

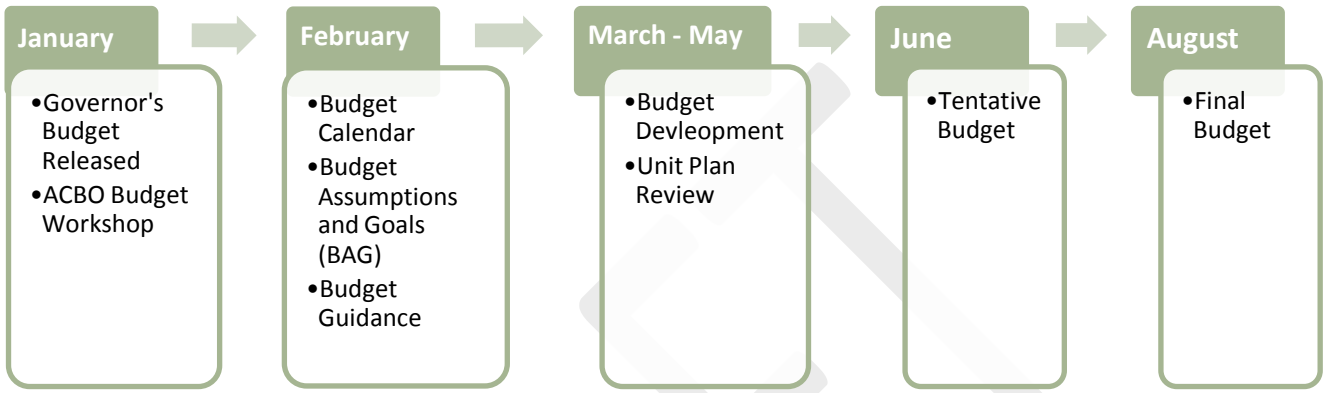
Each year after the presentation of the Governor's Budget in January, the Budget Council will review the best available information related to the Federal, State, and local fiscal environment in combination with the College's resource projections (e.g., FTES) in order to recommend the Budget Assumptions and Goals (BAG), Budget Calendar, and Budget Guidance to the Superintendent/President for review with the President's Council (PC). The documents are then reviewed by the Institutional Effectiveness Council (IEC) and a final recommendation is made to the Superintendent/President. By February of each year the Superintendent/President will present to the Board of Trustees the BAG, Budget Calendar, and Budget Guidance in compliance with Title 5 regulations. Budget Guidance is provided to the College budget managers to give direction on resource allocation, realignment, and reductions.

Unit Plans are submitted to the department heads for review and prioritization of resource requests based on the APR and AUP process. Department prioritization is further refined at the Division level, and within by the Areas of Academic Affairs and Student Services, Administrative Services, and the President's Office will prioritize budget augmentations, revisions, and /reductions within the respective areas. Prioritized requests for augmentations, realignments, and reductions will be presented to President's Council for review for alignment to the Strategic Plan and Budget Guidance.

Prioritized requests for augmentations, realignments, and reductions will be presented to the Budget Council for recommendations to the Institutional Effectiveness Council (IEC). The IEC will review the Budget Council recommendations and recommend to the Superintendent/President a Tentative Budget

(June) and Final Budget (August), which are subsequently recommended to the Board of Trustees for adoption (see Figure below).

BUDGET DEVELOPMENT TIMELINE



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APPENDIX A – TERMS AND DEFINITIONS

In order to maintain consistency among the planning processes of LTCC, it is necessary to establish agreed upon definitions of terms used in those processes.

- **Administrative Area –** highest College collection of divisions; there are three Administrative Areas at LTCC: Academic Affairs and Student Services, Administrative Services, and the President/Superintendent
- **Division** – higher level College area that may contain departments, programs, and units.
- **Department** – individual instructional, student support or operational area within the College.
- **Program** – entity within the College that engages in the process of Program Review and may contain one or more specific units.
- **Unit** – the smallest entity within the College that engages in a planning process to establish actions linked to objectives and goals. Units are located within programs as defined through Program Review.
- **Strategic Issue** – an area of focus derived from the review of internal and external environmental scans used to guide lower level planning processes.
- **Strategic Goal** – general statements of desired direction and/or outcomes used to coordinate actions of the College in order to address Strategic Issues
- **Strategic Objective** – specific statements that include metrics, benchmarks, or other measureable outcomes used to evaluate progress toward achieving strategic goals and the effectiveness of actions of the College
- **Program Review Goal** – general statements of desired direction and/or outcomes used to coordinate actions of departments, programs, and units
- **Program Review Objective** – specific statement that include metrics, benchmarks, or other measureable outcomes used to evaluation progress toward achieving program review goals and the effectiveness of actions of the department, program, or unit
- **Actions**– specific activities to be carried out in order to achieve identified objectives.
- **Academic Departments** – instructional departments at the College.
- **Student Support Services** – programs and areas that provide primarily student support, including categorically funded, grant funded, and other areas.
- **Administrative Units** – administrative offices at the College that oversee operational and/or instructional departments.
- **Career and Technical Education (CTE) Programs** – programs that lead to a CTE certification and are primarily vocational in character.

APPENDIX B – LTCC SIX YEAR PLANNING CYCLE

Academic Year (AY)	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Accreditation	Self Study	Visit					Self Study	Visit				Self Study
Mission	Review	Review	Review	Review	Review	Review	Review	Review	Review	Review	Review	Review
EMP	**Comprehensive Update**	Review	Review	**Comprehensive Update**	Review	Review	Review	Review	Review	**Comprehensive Update**	Review	Review
Environmental Scan			Scan					Scan				
Student Survey		CCSSE			CCSSE			CCSSE			CCSSE	
Faculty/Staff Survey	FSES		FSES		FSES		FSES			FSES		FSES
Strategic Plan	**Comprehensive Update**	Review	Review	Review	**Comprehensive Update**	Review	Review	Review	Review	**Comprehensive Update**	Review	Review
CPR – Academic and AUs		6 year Cycle	6 year Cycle	6 year Cycle	6 year Cycle		6 year Cycle	6 year Cycle	6 year Cycle	6 year Cycle	6 year Cycle	
CPR – CTE and SSS		3 year Cycle	3 year Cycle	3 year Cycle	3 year Cycle		3 year Cycle	3 year Cycle	3 year Cycle	3 year Cycle	3 year Cycle	
APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP
Budget Development	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget

Table 1 – NOTE: Data gathering efforts (e.g., CSSE, Environmental Scans) are timed to inform subsequent plan updates (e.g., EMP)

APPENDIX C – LTCC ANNUAL PLANNING AND RESOURCE ALLOCATION CYCLE

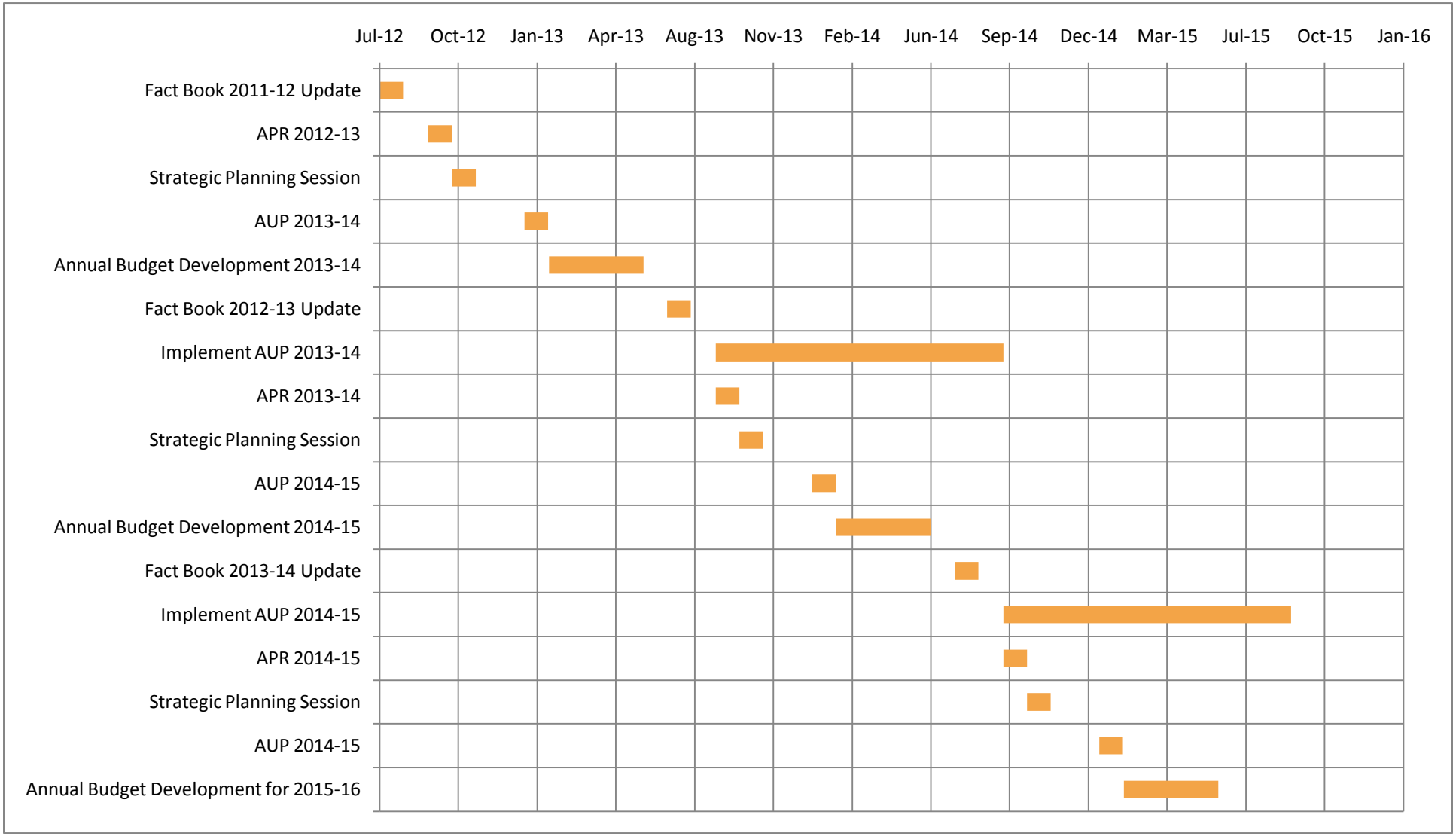

Figure 1

The start date and duration of annual planning activities is described in Table 2 below, and represented in Figure 1 above.

Planning Activity	Start	Duration (Days)	Completion
Fact Book 2011-12 Update	7/1/2012	30	31-Jul
APR 2012-13	9/1/2012	30	1-Oct
Strategic Planning Session	10/1/2012	30	31-Oct
AUP 2013-14	1/1/2013	30	31-Jan
Annual Budget Development 2013-14	2/1/2013	120	1-Jun
Fact Book 2012-13 Update	7/1/2013	30	31-Jul
Implement AUP 2013-14	9/1/2013	365	1-Sep
APR 2013-14	9/1/2013	30	1-Oct
Strategic Planning Session	10/1/2013	30	31-Oct
AUP 2014-15	1/1/2014	30	31-Jan
Annual Budget Development 2014-15	2/1/2014	120	1-Jun
Fact Book 2013-14 Update	7/1/2014	30	31-Jul
Implement AUP 2014-15	9/1/2014	365	1-Sep
APR 2014-15	9/1/2014	30	1-Oct
Strategic Planning Session	10/1/2014	30	31-Oct
AUP 2014-15	1/1/2015	30	31-Jan
Annual Budget Development for 2015-16	2/1/2015	120	1-Jun

Table 2

APPENDIX D – DEPARTMENTS AT LTCC

Department	Department
Addiction Studies	Music
Allied Health	Physical Education
Anthropology	Philosophy
Art	Physical Science
Biology	Physics
Business	Political Science
Computer Applications	Psychology
Community Education	Religion
Chemistry	Real Estate
Computer & Information Science	Sociology
Construction Trades	Speech
Communications	Theatre Arts
Counseling	Work Experience/Internship
Criminal Justice	Wilderness Education
Culinary Arts	World Languages
Dance	Admissions and Records
Disability Resource Center	Business Office
Early Childhood Education	Child Development Center
Economics	Computer Services - Information Technology
Education	Fiscal Services
English	Foundation
English as a Second Language	Human Resources
Ethnic Studies	Instruction Office
Environmental Science	Institutional Research and Planning
Fire Science	Library and Media Services
Forestry	Maintenance and Operations
Geography	Public Information Office
Geology	President's Office
Green Sustainable Education	Reprographics
Home Economics	Student Services - Counseling
History	Student Services - Financial Aid
Horticulture	Student Services - TRIO
Hotel & Restaurant Management	Title III
Humanities	Tutoring and Learning Center
Mathematics	Workforce Preparation Services

Table 3

APPENDIX E –GOVERNANCE PROCESS FOR PLANNING

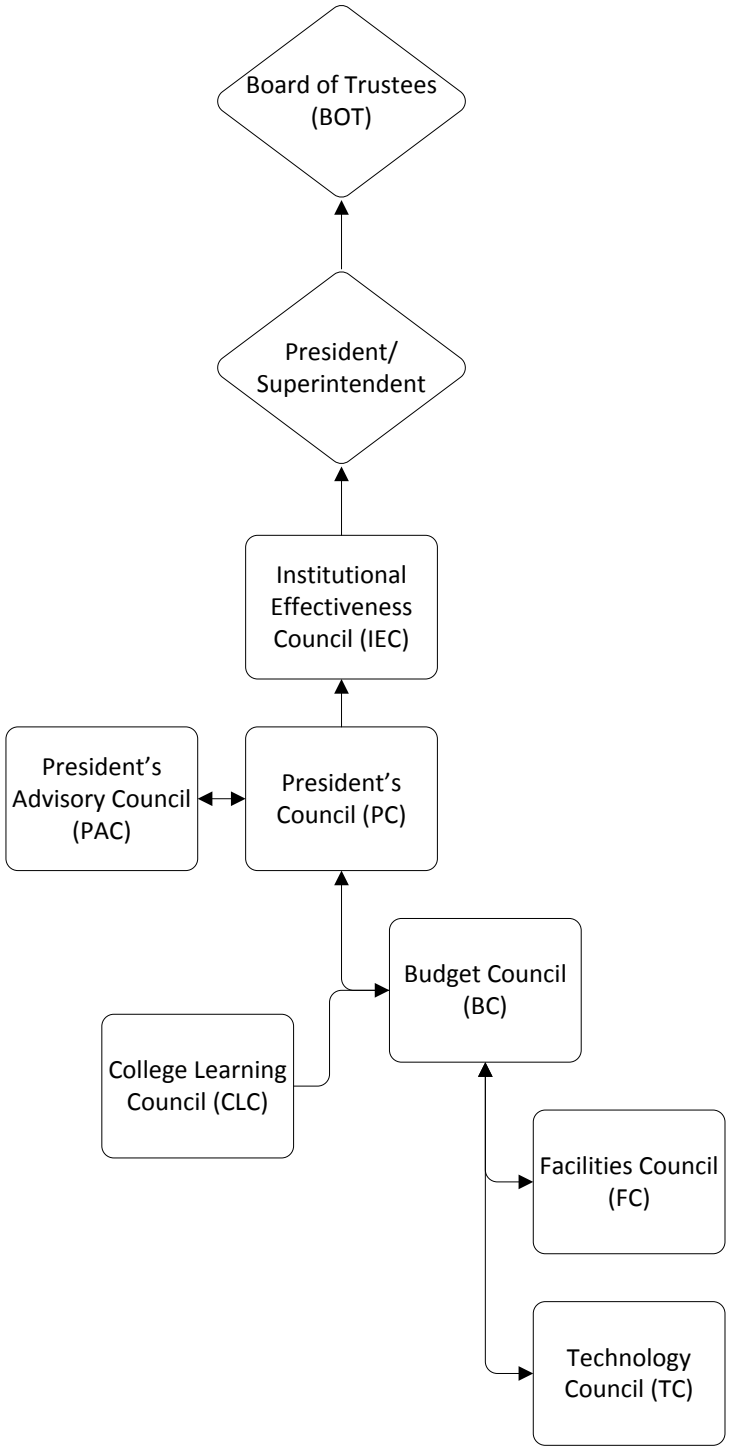

Figure 2: Governance process for planning

APPENDIX F – INTEGRATED PLANNING AND RESOURCE ALLOCATION

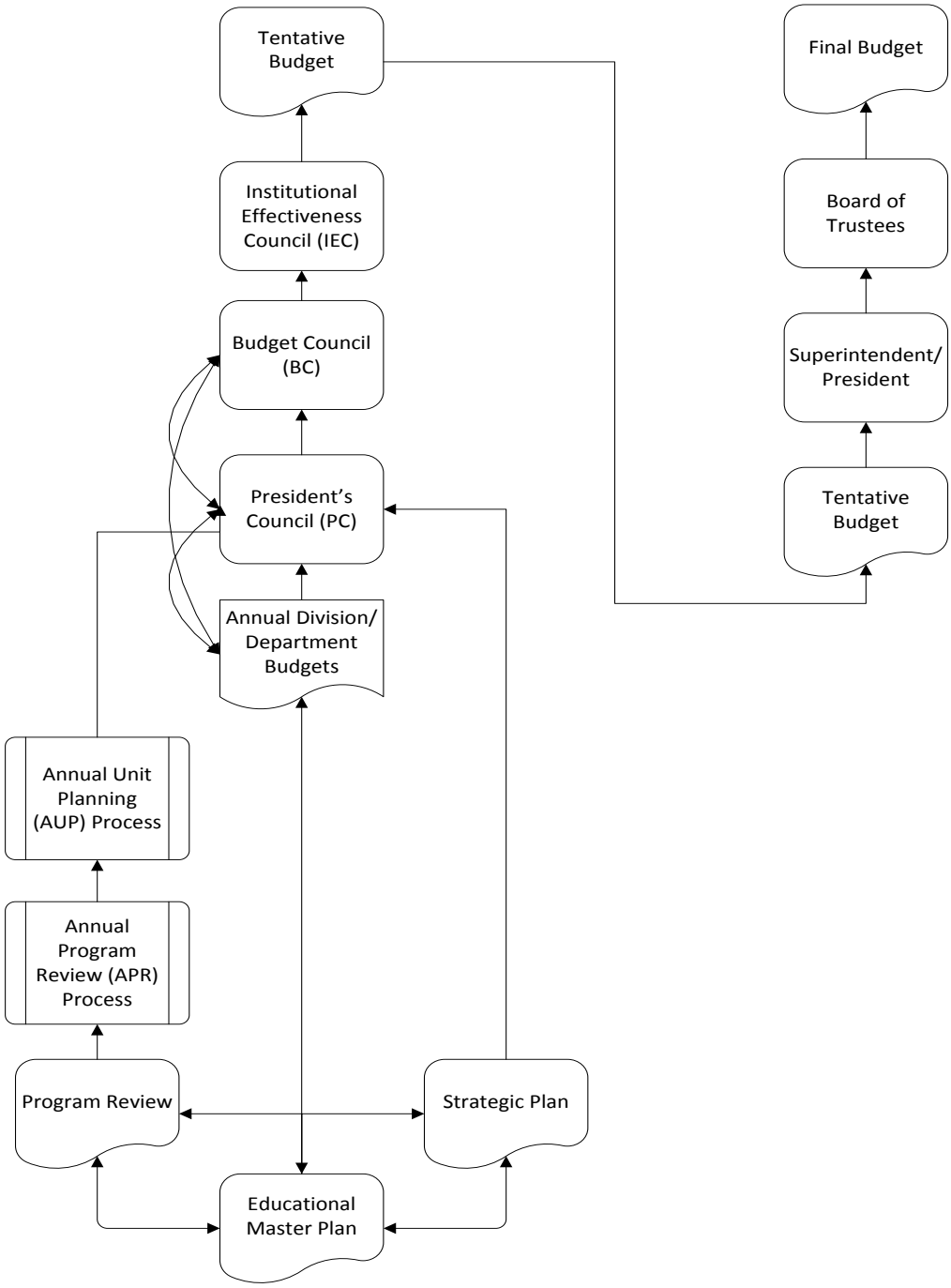

Figure 3: Annual Planning and Budget Process